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AUTHOR Baker,Michael E.; Johnson, Norman J.
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ABSTRACT

This paper describes some important aspects of the first two years of operation of the Educational Management Development Center (EMDEC). EMDEC was created in 1974 through a joint effort of the Carnegie-Mellon School of Urban and Public Affairs, the Kettering Foundation, and the Allegheny County Intermediate Unit in an attempt to extend the management capabilities of school administrators. Separate sections of the paper describe the organizational structure and objectives of EMDEC, EMDEC's activities during its first year of operation, the activities planned by EMDEC for its second year of operation, and suggested approaches for evaluating the impact of EMDEC's activities. Included in the discussion of organizational objectives is a description of a survey of school administrators conducted by EMDEC shortly after its formation. Significant findings about administrators' attitudes toward administrator preparation programs and school system priorities are summarized in two data tables. In addition, the complete survey questionnaire is included in the appendix. (JG)

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"Management Improvement Strategies in a Multi-School Organization"

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by

Michael E. Baker*

Norman J. Johnson**

1. Introduction

The Educational Management Development Center (EMDEC) was created in order to further extend the management capabilities of school administrators. The waning '60's and the emerging '70's confronted education with severe resource allocation problems. Bond issues were defeated; budgets were revised downward; some new programs emerged such as busing programs (with associated costs) as a result of court ordered integration; different and competing groups were demanding an array of services for children from poor families and the integration of handicapped children into the regular classroom. Yet the dollars available, as cited earlier, were steady or in some cases decreasing.

Educational administrators have tried desperately to cope with these situations. Some data from the Allegheny County schools suggest no less than two seminars or workshops on management or administration for an average of 10 days were not uncommon attendance figures for administrators in a year. An even stronger measure of this search, although not quantifiable, is the participation in the planning and development of the previously untested educational management development center concept. However, these activities do not seem to have been adequate to cope effectively with the resources

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* EMDEC Manager

** EMDEC Director and Associate Dean, School of Urban and Public Affairs, Carnegie-Mellon University

allocation problems. We believe that the problem doggedly persists because allocation of resources in today's educational market requires an analytical[1] and evaluative capability with a strong methodological foundation while educational administrators were trained substantively (that is they were educated to be instructional leaders rather than educational managers).

It is the gap between school administrator training and educational management role requirements, then, that creates the opportunity for cooperation between school systems and management schools such as those at Carnegie-Mellon. It was this opportunity that led Carnegie-Mellon's School of Urban and Public Affairs to accept this challenge and to join with the Kettering Foundation and the Allegheny County Intermediate Unit to forge the Educational Management Development Center at Carnegie-Mellon University. This report describes some important aspects of the first two years of this jointure.

2. EMDEC at Carnegie-Mellon

2.1. The Policy Board

Superintendent involvement in EMDEC was the first policy issue addressed during the three month planning cycle, June - August 1974. If management implementation as opposed to problem identification and resolution was to be the preferred outcome, then the need for their involvement was clear. The policy board, comprised of the fifteen participating districts, was the first instrument established.

Table 1 shows district attendance at planning meetings, first year program events, and policy board meetings. There is a strong correlation between districts who actively participated in the Center and those subsequently

1 Refers to optimization problems subject to political constraints rather than other types of methodologies.

Table I

School District Participation in EMDEC

District	Planning Meeting Attendance (6/73-8/73)	First Year Program Attendance (12/73-4/74)	Policy Board Attendance (9/73-6/74)	Joined EMDEC for 1974-75
1	2	11	4	x
2	0	8	0	
3	2	14	2	x
4	3	1	1	
5	1	3	2	
6	3	19	3	x
7	2	5	1	
8	2	17	1	
9	3	6	1	
10	2	7	3	x
11	3	18	4	x
12	1	14	0	
13	1	0	1	
14	0	17	3	
15	0	0	0	

paying $2,000 to join EMDEC for 1974-75.

The Board's primary responsibility was to set overall policy and strategy as well as approve all programs and projects and to serve as recruitment contacts representing the Center to non-participating districts. One of the first activities of the board was to approve a data base project and then it dealt with broad strategies as well as areas of activities. These issues are taken up next.

2.1.1. The Data Base Effort

Initially, the Center staff developed a data base in order to pinpoint potential problem areas and to provide a subsequent basis for assessing EMDEC's impact. General information was collected for all 46 school districts in Allegheny County. Data was compiled for each school district on expenditures and revenues, enrollment, number of professional staff, community population, racial composition, average adult education level and mean family income. A more extensive data gathering effort was designed for the 244 administrators involved in the Center's 15 school district pilot. Over ninety percent of the sample (which included the entire administrative staff of the participating districts) responded to the questionnaire developing the more extensive profile on school districts.[2]

The data collected through this survey includes information on the professional background of school administrators, the functional areas they engage in, their attitudes about job satisfaction and management, and their interaction patterns. Some of the findings of this survey as they relate to school system management were:

-- More administrators have spent their entire professional careers in educational systems. Of the 215 administrators responding to a question about their

2 See the Appendix I for the survey.

career paths, only 28 people reported holding non-educational positions and their average length of stay in these positions was 4.2 years.[3] Moreover, of the 28, fourteen had this experience prior to entering their educational careers.

-- Administrators felt that management experience was more important as preparation for school administration than education courses but less important than classroom teaching experience.

Table 2

Attitudes About Career Preparation

	Responses (%)					
Question	Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree	# of Respond.
Classroom teaching is a prerequisite for success as a school administrator	54.5	33.0	4.2	7.9	0.5	215
Management experience in business or government can be good preparation for school administration	12.1	57.7	20.5	7.0	2.8	215
On-the-job experience is the best preparation for school administration	48.4	41.4	7.9	2.3	0.0	215
The education courses I took prepared me well for school administration	4.7	34.6	27.6	24.8	8.4	214

3 Fourteen of these people had their non-educational experience before entering educational careers. Only thirteen of these people had non-educational experience which could be classified as management related.

-- Instructional and curriculum improvements were ranked as being more important as school system priorities than developing specific management strategies and operations.

Table 3

Attitudes About School System Priorities

Variable	Mean Ranking (1 - 9 scale*)
Increasing Public Approval of the School	5.0
Improving Teaching Skills	2.3
Establishing Accountability and Evaluation Systems	4.7
Upgrading the Quality of the Curriculum	2.8
Implementing a Management Information System	6.4
Increasing the Size of the Budget	7.7
Improving Teacher-Student Relationship	3.5
Improving Communications	4.6
Raising Standardized Test Scores	8.0

* 1 denoting highest priority, 9 denoting lowest priority; 214 administrators responded to this question.

Let us review the implications that can be made from the survey findings. First, the vast majority of administrators have only received educational training and experiences which essentially serve as a single referent point in a multi-referent point environment. Second, a perceptual anomoly exists where the desired career path of a school administrator begins with classroom teaching but the education courses taken in the course of this training are of limited value in preparation for an administrative career. Essentially educational managers enter their management positions relying solely upon on-the-job training and experience. Third, more administrators perceive themselves as instructional and curriculum innovators and leaders rather than as educational managers. But current and future problems have a clear management focus such as resource allocation or long range planning.

The same type of career paths observed in school systems is not unique to education. Engineering firms or engineering departments within larger organizations often promote engineers to management positions without requiring management training. The engineer, however, differs in two respects from the present administrator in public education. First, engineers come from a quantitative background with emphasis on a systems viewpoint. This background lends itself readily to the best in existing management education especially that education which is methodologically focused. Second, the engineer is more likely to be in an organization where other managers come from management backgrounds and can offer support to the engineer making the transition to a management position. As reported previously, in general, this is clearly not the case for school administrators and their working environment. However, school administrators must face management problems which require a different set of skills than those they were trained with.

In summary, today's school administrators have to deal with an increasing number of management, rather than educational (curriculum and instructional) problems. Although current administrators strongly favor the traditional career path beginning with classroom teaching it is not clear that success and experience in instructional settings is appropriate or necessary preparation for a career in educational amangement. It is this dilemma, we believe, that forces administrators to search for alternative training modes. The educational management development center may offer a viable alternative.

2.1.2. Planning Effort Outputs

At the same time the baseline survey was being developed, the policy board considered alternative strategies to launch the Center. The board, using a task force arrangement, also engaged in a process to develop high priority areas of concentration. The strategies for initial implementation of the Center are discussed next.

2.1.2.1. Strategies

The following strategies were enumerated for consideration:

(1) Strategy 1A consisted of developing an instructional program with a focus on the transmittal of management information and techniques. This effort could be described as primarily orientation as opposed to Strategy 1B which consisted of developing an instructional program with a focus on the transmittal of management information and techniques with a view toward this material being learned and then applied.

(2) Strategy 2 involved taking a field project approach which would concentrate on problem definition and the solution of specific school district concerns using the latest in management methodology and technology.

(3) Strategy 3 was to extend the planning period for another year for school system observation and the identification of educational management problems amenable to solution through Strategy 2.

The Center staff's primary concern was a strategy which would lead to school districts remaining with EMDEC on a fee basis in subsequent years. Table 4 summarizes the benefits and risks of each strategy as viewed during the planning period.

The staff recommended that the Policy Board adopt Strategy 1A, the instructional program, for the first year's operations. This recommendation was made because it offered the most immediate opportunity for initiating Center programming and it allowed the problem definition planning process to proceed simultaneously. This decision was also influenced by the abbreviated planning effort (3 months) during the summer, a particularly poor period for school administrators who are closing and then opening schools with a vacation in the interim. The areas of focus for the instructional program are discussed next.

2.1.2.2. The Problem Areas

During the planning period, EMDEC staff members and the policy board were working on a small task force to identify the high priority areas which would be the focus for the instructional program strategy. The task force agreed upon the following general areas which were recommended to the policy board:

(1) Resource Allocation;

(2) Managing Change;

(3) Performance Evaluation; and

(4) Long-Range Planning.

Table 4

Summary of Strategies

Strategy	Benefits	Risks
1, Instructional Program	Administrators expressed an interest in learning about management techniques. Both the funding source and participants were interested in action and results rather than continued planning. Planning could continue on field projects if desired.	Although school systems are generally supportive of seminar attendance, and administrators frequently attend such sessions, they have very high expectations for these sessions. The management faculty at Carnegie-Mellon are more noted for their research capabilities. These factors suggest that there is a possibility that the administrators could become "turned off" by the instructional program.
2, Field Projects	Solution of school district problems would be a significant accomplishment creating a sound basis for future problem solving. Some management knowledge impact would occur for administrators working on the project. This approach is clearly in the research mode of the faculty which coincides with the major incentives for them.	The problem definition process involves (a) identifying district-wide problems, (b) finding common problem elements across school districts, and (c) getting agreement on a problem solution method. Because this process requires considerable time and effort there was the chance that any of the participants could have become dissatisfied and left the Center before any outputs were achieved.
3, Extended Planning Period	The extended time would permit more resources to be devoted to the planning effort which should improve the quality of planning and therefore the quality of the initial Center programs.	The same risks exist as for Strategy 2, that is disenchantment before outputs are reached.

These major areas of concentration were adopted by the board. This set the stage for detailed planning of the instructional program.

3. The First Year

3.1. Planning the Instructional Program

The planning began with the identification of an instructional leader for each seminar series which was to be conducted around each of the four major areas. The leader's major role was to coordinate a diverse research faculty team who would be responsible for carrying out individual sessions on various sub-topics within a major area. The instructional leaders and Center staff met with school administrators to review the topics to be covered and possible approaches, prior to starting each seminar series. This instructional program received support from the School of Urban and Public Affairs at Carnegie-Mellon largely because it offered the opportunity to test the concept of an executive program for educational managers. Appendix II lists the topics of the sessions held in each seminar series.

3.2. District Reaction to the Instructional Program

Table 5 shows the number of people attending each seminar.

Table 5

Instructional Program
Seminar Attendance

	Sessions							
Seminar Series	1st	2nd	3rd	4th	5th	6th	7th	8th
Resources Allocation	30	22	21	16	1	2	15	9
Managing Change	22	13	15	6	11			
Performance Evaluation	24	19	13	14	7	14	13	
Long-Range Planning	9	10	x					

x = attendance not recorded

Conclusions which can be drawn from Table 5 are:

-- Attendance decreased over sessions in each seminar series except Long-Range Planning which started several months later than the other series.

-- Attendance generally decreased from a given session to the following session.

-- In the Performance Evaluation series, attendance decreased over time until stabilizing.

The general conclusion from these observations is that the instructional program had decreasing administrator participation. Although these figures were influenced by the gasoline crisis and some scheduling problems, they provide evidence that administrators felt the sessions were not meeting their expectations and therefore were not having an impact for a significant number of administrators. What became clear is that a successful instructional program would be conducted in local regions within Allegheny County, would be problem focused, and would involve one to one and a half hour sessions. (First year sessions were generally two hours long.) These guidelines for a successful program would apply both to future programs conducted by EMDEC and the future development of an executive program for educational managers by the School of Urban and Public Affairs. The message about the effectiveness of the First Year program became sharper as districts were required to join the Center for a fee of $2,000. (The fee was determined by the policy board.) Participation dropped from 15 districts to 6 in the present year (five districts continued, one joined).

Since most school districts devote financial resources to developmental activities when they are convinced of its value, it can be assumed that the information transfer strategy through seminars was not convincing. The

fact that some districts had already made a considerable investment of time and effort in the Center (see Table 1) was instrumental in their continued participation.

The six participating districts and the Center's staff began planning for the second year of activities. This second year is discussed next.

4. The Second Year

The year one evaluation results forced a redesign in the Center's program. A decision was made to adopt a problem focus for the second year program (Strategy 2), keeping the broad topical framework described previously. There were two factors guiding this staff recommendation. First, the staff, who had attended the seminars, felt that administrators found limited value in management techniques unless direct experience of their application in educational settings could be cited and discussed. Second, and the most compelling reason, was the staff's understanding that a problem focus would mesh much better with the agenda of the School of Urban and Public Affair's research-oriented faculty and could include project possibilities for courses within the two-year long masters program.

Within the broad topical framework, the EMDEC staff developed a menu of brief project proposals which was presented to the six superintendents of districts in the Center for the second year. Each superintendent then chose a project or projects in which their school district would participate.

4.2. Second Year Projects

The general topics and the specific projects related to these projects follow with a brief description of the projects.

Performance Evaluation:

Performance-based Salary System Utilizing Management by Objectives

This project features the development of individual administrative job objectives and an administrative salary plan which has a performance

component. The participants will respond to a survey of the system and a review session will be held to plan further development. A report will be issued for this project.

Classification of Measures of Affective Performance

This project will result in the listing of recently designed measures of affective performance, the development of a system for classifying these instruments and the provision of a method for evaluating the usefulness and appropriateness of these tests. This paper has been written.

Resource Allocation:

Program Planning Budgeting Systems

In this project the focus is on the development of common program studies, multi-year budgets, and pilot program evaluations. A paper has been released on this project.

Energy Conservation in Elementary Buildings

The project involves developing a model describing factors affecting energy usage in elementary buildings and suggesting cost-effective policy recommendations to reduce this usage. This effort and the recommendations will be summarized in a report.

Planning:

Personnel Data System

This project is devoted to the creation of a computer-based personnel data file which will permit quick retrieval of information for a variety of reports and special functions. A user manual explaining the system and its operation will be written.

Managing Change:

Citizen and Parent Opinion Surveys

Two school district citizen and parent opinion surveys will be devel-

oped and administered, and the responses will be analyzed. A report will be issued for this project.

These projects are primarily carried out by the Center staff working in conjunction with central office school administrators and relevant School of Urban and Public Affairs faculty members. Although these projects are a joint effort and should result in information generalizable to other school districts, because of the involvement of local administrators there is a high probability for at least local implementation of these efforts. Several of the projects have involved two or more school districts working together. A limited number of workshops are planned to provide insight into the projects for those administrators who are working on other projects. These sessions can also provide a forum for discussing results or "products" of the projects which can be used in attracting districts to the Center for its third year of activities.

Some preliminary reactions to the second year format are the positive comments about the joint projects, superintendents' participation in recruiting new districts, all six districts planning to remain with the Center in its third year, and the willingness of superintendents to participate in EMDEC's portion of a presentation at the AASA convention this year. Another school district has also announced that they will join the Center for 1975-76.

5. Overall Evaluation of the Center

EMDEC can be evaluated in two ways by the time it has operated for four or five years:

(1) How many school districts are involved and what is their financial contribution to the Center?

(2) What impact has the Center had on school administrators?

The first question is easily assessed by a simple enumeration of the facts. Answering the second question will involve readministering the baseline questionnaire. Changes in responses can be calculated for school districts, administrative positions, and individuals.[4]

Since other data will also be available about the administrators and the school systems, some classification should be possible of changes which were probably caused by EMDEC and changes probably caused by other factors. For the cases of probable impact resulting from the Center's programs more intensive investigation can document seminar and workshop attendance and project participation in order to determine the likelihood of a causal link. Of course, any implementation of the work carried out in the projects is an obvious Center impact.

4 Stability of the administrators makes this second survey a feasible evaluation means.

APPENDIX I

EMDEC QUESTIONNAIRE

SECTION A: BACKGROUND

1. Name: (last, first)_____

2. Age:_____ 3. SEX: MALE ☐ FEMALE ☐

4. EDUCATION: (please fill in degrees, majors, institutions, dates)

DEGREE	MAJOR	INSTITUTION	DATE

5. MANAGEMENT SKILL COURSES:
(indicate management and administration courses taken during educational experience such as: accounting, personnel, planning, supervision. Please specify credit units.)

COURSE AREA	INSTITUTION	CREDIT

6. SEMINARS AND WORKSHOPS:
(indicate seminars and workshops on management or administration attended in the past five years. Please specify number of days attended)

SEMINAR/WORKSHOP	INSTITUTION OR SPONSOR	NO. DAYS ATTENDED

7. PRESENT TITLE OR POSITION:_____

8. NAME OF SCHOOL DISTRICT:_____

9. NAME OF SCHOOL BUILDING: (if applicable):_____

10. AT WHAT AGE WERE YOU EMPLOYED IN YOUR FIRST FULL-TIME EDUCATIONAL POSITION?_____

DESCRIBE THE POSITION:

TITLE:_____

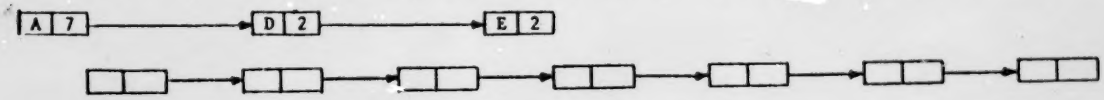
LOCATION:_____

Code No._____

11A. TRACE YOUR CAREER PATTERN IN CHRONOLOGICAL ORDER (using the boxes - i.e. - Job Yrs. with the letter codes provided).

A. ELEMENTARY TEACHER
B. SECONDARY TEACHER
C. GUIDANCE COUNSELOR
D. ASSISTANT PRINCIPAL
E. ELEMENTARY PRINCIPAL
F. SECONDARY PRINCIPAL
G. CONSULTANT
H. COORDINATOR/DIRECTOR/SUPERVISOR
I. ASSISTANT SUPERINTENDENT
J. ASSOCIATE SUPERINTENDENT
K. SUPERINTENDENT
L. OTHER (SPECIFY)_____
M. NON-EDUCATION POSITION (See 11 B)

EXAMPLE: IF YOUR WORKED AS AN ELEMENTARY TEACHER FOR 7 YEARS, AN ASSISTANT PRINCIPAL FOR 2 YEARS, AND ARE NOW IN YOUR 2ND YEAR AS AN ELEMENTARY PRINCIPAL, YOUR PATTERN WOULD BE THE FOLLOWING:



11B. IF YOU USED RESPONSE "M" IN QUESTION 11A, INDICATE ANY NON-EDUCATIONAL EXPERIENCE YOU HAVE HAD SINCE RECEIVING YOUR BACHELOR'S DEGREE: (State position, employer, and length of stay; if there is more than one such job, include most recent position first).

POSITION	EMPLOYER	LENGTH OF STAY

12. BRIEFLY DESCRIBE YOUR EDUCATIONAL CAREER OBJECTIVES. (Circle the letter of the position you expect to have 10 years from now).

A. ELEMENTARY TEACHER
B. SECONDARY TEACHER
C. GUIDANCE COUNSELOR
D. ASSISTANT PRINCIPAL
E. ELEMENTARY PRINCIPAL
F. SECONDARY PRINCIPAL
G. CONSULTANT
H. COORDINATOR/DIRECTOR/SUPERVISOR
I. ASSISTANT SUPERINTENDENT
J. ASSOCIATE SUPERINTENDENT
K. SUPERINTENDENT
L. OTHER (SPECIFY)_____
M. NON-EDUCATION POSITION (SPECIFY)
_____

Code No._____

13. THIS QUESTION DEALS WITH ADMINISTRATIVE FUNCTION. WE ARE INTERESTED IN YOUR ESTIMATES OF THE IMPORTANCE OF EACH FUNCTION TO YOUR OVERALL RESPONSIBILITIES, THE TIME YOU DEVOTE TO IT, THE AMOUNT OF TIME YOU SHOULD DEVOTE TO THAT FUNCTION, AND THE FREQUENCY OF PROBLEMS ARISING IN EACH FUNCTIONAL AREA.

CTIONAL AREA:	TIME ALLOCATION Ideally, is that amount of time		IMPORTANCE	FREQUENCY OF PROBLEMS
	% time spent	too much . . . . . too little	high . . . . . low	high . . . . . low
CURRICULUM & INSTRUCTION	☐	☐☐☐☐☐	☐☐☐☐☐	☐☐☐☐☐
Coordinating Departments				
Evaluating Courses & Programs				
Exceptional Pupil Programs				
Extracurricular Programs				
Purchasing Text & Equipment				
Scheduling Teachers, Pupils & Space				
FINANCE & BUSINESS AFFAIRS	☐	☐☐☐☐☐	☐☐☐☐☐	☐☐☐☐☐
Accounting & Auditing				
Budget Preparation & Control				
Financial Reports to Board				
Purchasing & Distribution				
GENERAL FUNCTIONS	☐	☐☐☐☐☐	☐☐☐☐☐	☐☐☐☐☐
Administering Federal Programs				
Board Meetings				
Cafeteria & Lunch Arrangements				
Committee Work				
Record Keeping & Reporting				
Transportation Planning				
PHYSICAL FACILITIES & MAINTENANCE	☐	☐☐☐☐☐	☐☐☐☐☐	☐☐☐☐☐
Custodian Supervision				
New Building Programs				
Old Building Alterations				
Outside use of School Facilities				
Responsibility for Equip. & Supplies				
Responsibility for Physical Plant				
PUBLIC RELATIONS	☐	☐☐☐☐☐	☐☐☐☐☐	☐☐☐☐☐
Parental Cooperation				
Parent-teacher Relationships				
Reports to Community & Parents				
School Census				
PUPIL PERSONNEL	☐	☐☐☐☐☐	☐☐☐☐☐	☐☐☐☐☐
Absence/Tardiness				
Activism				
Attendance at School Functions				
Discipline				
Drinking/Smoking				
Drug Abuse				
Guidance				
Promotion & Graduation				
PROFESSIONAL STAFF PERSONNEL	☐	☐☐☐☐☐	☐☐☐☐☐	☐☐☐☐☐
Assigns & Directs Teachers				
Directs Health Service				
Directs Staff Records				
Employs Substitutes				
Negotiations				
Observes & Evaluates Teachers				
Plans & Directs In-Service Training				
Proposes Salary Schedule				
Recruitment				
OTHER PERSONNEL	☐	☐☐☐☐☐	☐☐☐☐☐	☐☐☐☐☐
Recommends Discharge of Employees				
Regulates Absence/Sick Leave				
Screens, Interviews & Selects Personnel				
Supervises Non-Professional Staff				

Code No._____

EMDEC QUESTIONNAIRE

SECTION B: ATTITUDES

FOLLOWING IS A LIST OF SEVERAL CHARACTERISTICS OR QUALITIES CONNECTED WITH YOUR OWN POSITION. FOR EACH SUCH CHARACTERISTIC, YOU WILL BE ASKED TO GIVE THREE RATINGS.

A) HOW IMPORTANT IS THIS POSITION CHARACTERISTIC TO YOU?

B) HOW MUCH OF THE CHARACTERISTIC IS THERE NOW CONNECTED WITH YOUR POSITION?

C) HOW MUCH OF THE CHARACTERISTIC DO YOU THINK SHOULD BE CONNECTED WITH YOUR POSITION?

EACH RATING WILL BE ON A SEVEN-POINT SCALE, WHICH WILL LOOK LIKE THIS:

(MINIMUM) 1 2 3 4 5 6 7 (MAXIMUM)

YOU ARE TO CIRCLE THE NUMBER ON THE SCALE THAT REPRESENTS THE AMOUNT OF THE CHARACTERISTIC BEING RATED. LOW NUMBERS REPRESENT LOW OR MINIMUM AMOUNTS, AND HIGH NUMBERS REPRESENT HIGH OR MAXIMUM AMOUNTS. IF YOU THINK THERE IS "VERY LITTLE" OR "NONE" OF THE CHARACTERISTIC PRESENTLY ASSOCIATED WITH THE POSITION, YOU WOULD CIRCLE NUMERAL 1. IF YOU THINK THERE IS A "GREAT DEAL BUT NOT A MAXIMUM AMOUNT," YOU WOULD CIRCLE NUMERAL 6. FOR EACH SCALE, CIRCLE ONLY ONE NUMBER. PLEASE MARK ALL SCALES.

A. THE FEELING OF SELF-ESTEEM A PERSON GETS FROM BEING IN MY POSITION:

A) HOW IMPORTANT IS THIS TO ME? (MIN) 1 2 3 4 5 6 7 (MAX)

B) HOW MUCH IS THERE NOW? 1 2 3 4 5 6 7

C) HOW MUCH SHOULD THERE BE? 1 2 3 4 5 6 7

B. THE AUTHORITY CONNECTED WITH MY ADMINISTRATIVE POSITION:

A) HOW IMPORTANT IS THIS TO ME? (MIN) 1 2 3 4 5 6 7 (MAX)

B) HOW MUCH IS THERE NOW? 1 2 3 4 5 6 7

C) HOW MUCH SHOULD THERE BE? 1 2 3 4 5 6 7

C. THE OPPORTUNITY FOR PERSONAL GROWTH AND DEVELOPMENT IN MY ADMINISTRATIVE POSITION:

A) HOW IMPORTANT IS THIS TO ME? (MIN) 1 2 3 4 5 6 7 (MAX)

B) HOW MUCH IS THERE NOW? 1 2 3 4 5 6 7

C) HOW MUCH SHOULD THERE BE? 1 2 3 4 5 6 7

D. THE PRESTIGE OF MY ADMINISTRATIVE POSITION INSIDE THE SCHOOL SYSTEM (THAT IS, THE REGARD RECEIVED FROM OTHERS IN THE SCHOOL SYSTEM):

A) HOW IMPORTANT IS THIS TO ME? (MIN) 1 2 3 4 5 6 7 (MAX)

B) HOW MUCH IS THERE NOW? 1 2 3 4 5 6 7

C) HOW MUCH SHOULD THERE BE? 1 2 3 4 5 6 7

E. THE OPPORTUNITY FOR INDEPENDENT THOUGHT AND ACTION IN MY ADMINISTRATIVE POSITION:

A) HOW IMPORTANT IS THIS TO ME? (MIN) 1 2 3 4 5 6 7 (MAX)

B) HOW MUCH IS THERE NOW? 1 2 3 4 5 6 7

C) HOW MUCH SHOULD THERE BE? 1 2 3 4 5 6 7

F. THE FEELING OF SECURITY IN MY ADMINISTRATIVE POSITION:

A) HOW IMPORTANT IS THIS TO ME? (MIN) 1 2 3 4 5 6 7 (MAX)

B) HOW MUCH IS THERE NOW? 1 2 3 4 5 6 7

C) HOW MUCH SHOULD THERE BE? 1 2 3 4 5 6 7

G. THE FEELING OF SELF-FULFILLMENT A PERSON GETS FROM BEING IN MY ADMINISTRATIVE POSITION (THAT IS, THE FEELING OF BEING ABLE TO USE ONE'S OWN UNIQUE CAPABILITIES, REALIZING ONE'S POTENTIALITIES):

A) HOW IMPORTANT IS THIS TO ME? (MIN) 1 2 3 4 5 6 7 (MAX)

B) HOW MUCH IS THERE NOW? 1 2 3 4 5 6 7

C) HOW MUCH SHOULD THERE BE? 1 2 3 4 5 6 7

Code No._____

H. THE PRESTIGE OF MY ADMINISTRATIVE POSITION OUTSIDE THE SCHOOL SYSTEM (THAT IS, THE REGARD RECEIVED FROM OTHERS NOT IN THE SCHOOL SYSTEM):

A)	HOW IMPORTANT IS THIS TO ME?	(MIN)	1	2	3	4	5	6	7 (MAX)
B)	HOW MUCH IS THERE NOW?		1	2	3	4	5	6	7
C)	HOW MUCH SHOULD THERE BE?		1	2	3	4	5	6	7

I. THE FEELING OF WORTHWHILE ACCOMPLISHMENT IN MY ADMINISTRATIVE POSITION:

A)	HOW IMPORTANT IS THIS TO ME?	(MIN)	1	2	3	4	5	6	7 (MAX)
B)	HOW MUCH IS THERE NOW?		1	2	3	4	5	6	7
C)	HOW MUCH SHOULD THERE BE?		1	2	3	4	5	6	7

J. THE OPPORTUNITY, IN MY ADMINISTRATIVE POSITION, TO GIVE HELP TO MY ASSOCIATES:

A)	HOW IMPORTANT IS THIS TO ME?	(MIN)	1	2	3	4	5	6	7 (MAX)
B)	HOW MUCH IS THERE NOW?		1	2	3	4	5	6	7
C)	HOW MUCH SHOULD THERE BE?		1	2	3	4	5	6	7 (MAX)

K. THE OPPORTUNITY, IN MY ADMINISTRATIVE POSITION, FOR PARTICIPATING IN THE SETTING OF GOALS:

A)	HOW IMPORTANT IS THIS TO ME?	(MIN)	1	2	3	4	5	6	7 (MAX)
B)	HOW MUCH IS THERE NOW?		1	2	3	4	5	6	7
C)	HOW MUCH SHOULD THERE BE?		1	2	3	4	5	6	7

L. THE OPPORTUNITY IN MY ADMINISTRATIVE POSITION, FOR PARTICIPATION IN THE DETERMINATION OF METHODS AND PROCEDURES:

A)	HOW IMPORTANT IS THIS TO ME?	(MIN)	1	2	3	4	5	6	7 (MAX)
B)	HOW MUCH IS THERE NOW?		1	2	3	4	5	6	7
C)	HOW MUCH SHOULD THERE BE?		1	2	3	4	5	6	7

M. THE OPPORTUNITY, IN MY ADMINISTRATIVE POSITION, FOR PARTICIPATION IN THE EVALUATION PROCESS OF THE SCHOOL OR SCHOOL DISTRICT:

A)	HOW IMPORTANT IS THIS TO ME?	(MIN)	1	2	3	4	5	6	7 (MAX)
B)	HOW MUCH IS THERE NOW?		1	2	3	4	5	6	7
C)	HOW MUCH SHOULD THERE BE?		1	2	3	4	5	6	7

N. THE FEELING OF BEING INFORMED IN MY ADMINISTRATIVE POSITION:

A)	HOW IMPORTANT IS THIS TO ME?	(MIN)	1	2	3	4	5	6	7 (MAX)
B)	HOW MUCH IS THERE NOW?		1	2	3	4	5	6	7
C)	HOW MUCH SHOULD THERE BE?		1	2	3	4	5	6	7

O. THE OPPORTUNITY TO DEVELOP CLOSE FRIENDSHIPS IN MY ADMINISTRATIVE POSITION:

A)	HOW IMPORTANT IS THIS TO ME?	(MIN)	1	2	3	4	5	6	7 (MAX)
B)	HOW MUCH IS THERE NOW?		1	2	3	4	5	6	7
C)	HOW MUCH SHOULD THERE BE?		1	2	3	4	5	6	7

P. THE FEELING OF PRESSURE IN MY ADMINISTRATIVE POSITION:

A)	HOW IMPORTANT IS THIS TO ME?	(MIN)	1	2	3	4	5	6	7 (MAX)
B)	HOW MUCH IS THERE NOW?		1	2	3	4	5	6	7
C)	HOW MUCH SHOULD THERE BE?		1	2	3	4	5	6	7

Code No._____

2. Please indicate the extent to which you agree or disagree with the following statements:

	Strongly Agree	Agree	Un-Certain	Dis-Agree	Strongly Disagree
A. Classroom teaching is a prerequisite for success as a school administrator.					
B. Management experience in business or government can be good preparation for school administration.					
C. On-the-job experience is the best preparation for school administration.					
D. The education courses I took prepared me well for school administration.					

3. Imagine that the following list is circulated to all the administrative staff in your system. To help set school system priorities for next year, rank the items from most to least important as goals for the system: (let 1 denote highest priority, 9 lowest)

	Rank
A. increasing public approval of the school	
B. improving teaching skills	
C. establishing an accountability and evaluation system	
D. upgrading the quality of the curriculum	
E. implementing a management information system	
F. increasing the size of the budget	
G. improving teacher-student relationship	
H. improving communications	
I. raising standardized test scores	

4. We are interested in some of your general observations concerning the present superintendent of schools. Please indicate how often you feel he exhibits the following kinds of behavior in his role as superintendent.

Always	Often	On Occasion	Seldom	Never	
					He tries out his new ideas with the administrative staff before making decisions.
					He maintains definite standards of performance.
					He lets the administrative staff know what is expected of them.
					He coordinates the work of the administrative staff.
					He is willing to make changes.
					He is friendly and approachable.
					He acts on suggestions made by administrative staff.
					He accepts responsibility regardless of the consequences.

Code No._____

SECTION C: INTERACTIONS

The last section is one of the most important parts of the questionnaire. We realize that the question is somewhat complicated and demanding; however, we do want to emphasize the importance of these responses to the success of our project. Please give careful consideration to this question and answer to the best of your ability.

We are interested in determining the patterns of interaction of the administrators in this school district. For several functional areas, we want to know both the frequency and type of interactions which transpire.

The functional areas are: (see question 13 for breakdown of functional areas)

Curriculum and Instruction
Finance and Business Affairs
General Functions
Physical Facilities and Maintenance
Public Relations
Pupil Personnel
Professional Staff Personnel
Other Personnel

For each person listed, note the frequency and type of your interactions within each of the functional areas.

The frequency scale for an "average" month, is:

4 - about once a day
3 - about once a week
2 - about once a month
1 - less than once a month

If you have no interactions in a given functional area with a particular person, please leave the space blank.

For a particular functional area in which you have occasional periods of more intensive interaction, place one of the following symbols next to the frequency scale number (for example, 2 B):

N - negotiations
B - budget preparation
R - recruitment and interviewing
P - purchasing instructional materials
S - scheduling
O - other

Code No._____

Interactions with: _____

Functional areas:

1. Curriculum and Instruction
2. Finance and Business Affairs
3. General Functions
4. Physical Facilities & Maintenance
5. Public Relations
6. Pupil Personnel
7. Professional Staff Personnel
8. Other Personnel

Supervision/ Direction		Information		Problem Solving
You Give	You Receive	You Give	You Receive	

Interactions with: _____

Functional areas:

1. Curriculum and Instruction
2. Finance and Business Affairs
3. General Functions
4. Physical Facilities and Maintenance
5. Public Relations
6. Pupil Personnel
7. Professional Staff Personnel
8. Other Personnel

Supervision/ Direction		Information		Problem Solving
You Give	You Receive	You Give	You Receive	

Interactions with: _____

Functional areas:

1. Curriculum and Instruction
2. Finance and Business Affairs
3. General Functions
4. Physical Facilities and Maintenance
5. Public Relations
6. Pupil Personnel
7. Professional Staff Personnel
8. Other Personnel

Supervision/ Direction		Information		Problem Solving
You Give	You Receive	You Give	You Receive	

APPENDIX II

Instructional Program Sessions

RESOURCE ALLOCATION

DATE	COURSE
Nov. 28	Budgeting I
Dec. 12	Budgeting II
Jan. 9	Budgeting III
Jan. 23	Cost/Benefit Analysis I
Feb. 6	Cost/Benefit Analysis II
Feb. 20	Micro-Economics and Its Applications to Not-For-Profit Organizations
March 6	Linear Programming and Computer Modeling I
March 20	Linear Programming and Computer Modeling II

MANAGING CHANGE

Jan. 22	Managing Change Within the Organization I
Feb. 5	Managing Change Within the Organization II
March 5	Game Theory & Change Strategies I
March 19	Game Theory & Change Strategies II
April 2	Organizational Structure for a Changing Environment

PERFORMANCE EVALUATION

Jan. 24	Basic Issues in Program Evaluation
Feb. 14	Use of Models in Program Planning
Feb. 28	Experimental Design for Program Evaluation
March 14	Survey Methods for Evaluation
March 21	Program Evaluation Cases
March 28	Implementation of Program Evaluation
April 10	Personnel Evaluation I
April 25	Personnel Evaluation II
May 9	Personnel Evaluation III

LONG-RANGE PLANNING

March 26	Management Information Systems
April 9	Computer Usage and Information Systems Design
April 23	Simulation